

AL. 1.1304

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June 1999



English 33

Part A: Written Response

Grade 12 Diploma Examination

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June 1999

English 33

Part A: Written Response

Grade 12 Diploma Examination

Description

Part A: Written Response contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections.

- **Section I:**
Personal Response to Literature

<i>Suggested time</i>	<i>Value</i>
75 minutes	50 marks

- **Section II:**
Functional Writing

<i>Suggested time</i>	<i>Value</i>
45 minutes	30 marks

- **Section III:**
Response to Visual Communication

<i>Suggested time</i>	<i>Value</i>
30 minutes	20 marks

Budget your time carefully; the suggested time for each section is only a guideline for you.

Time: 2 ½ hours. This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

Instructions

- You may use the following print or electronic references:
 - an English and/or bilingual dictionary
 - a thesaurus
 - an authorized writing handbook
- Complete all **three** sections.
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

Additional Instructions for Students Using Word Processors

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the pages indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

Do not write your name anywhere in this booklet.

Feel free to make corrections and revisions directly on your written work.

SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested time: 75 minutes)

Read the following excerpt and complete the assignment.

from IT WAS ON FIRE WHEN I LAY DOWN ON IT

During the Second World War, the Germans and the Greeks were mortal enemies. In the years following the war, Dr. Alexander Papaderos, a Greek philosopher, teacher, and politician, established a conference centre on the island of Crete. Here he worked to promote an attitude of understanding and forgiveness between the Greeks and the Germans. He hoped that the success of this endeavor would serve as an example to the rest of the world.

In this excerpt, Robert Fulghum describes his experience as a student of Dr. Papaderos at this conference centre.

At the last session on the last morning of a two-week seminar on Greek culture, led by intellectuals and experts in their fields who were recruited by Papaderos from across Greece, Papaderos rose from his chair at the back of the room and walked to the front, where he stood in the bright Greek sunlight of an open window and looked out. We followed his gaze across the bay to the iron cross marking the German cemetery.

He turned. And made the ritual gesture:¹ “Are there any questions?”

Quiet quilted the room. These two weeks had generated enough questions for a lifetime, but for now there was only silence.

“No questions?” Papaderos swept the room with his eyes.

So, I asked.

“Dr. Papaderos, what is the meaning of life?”

The usual laughter followed, and people stirred to go.

Papaderos held up his hand and stilled the room and looked at me for a long time, asking with his eyes if I was serious and seeing from my eyes that I was.

“I will answer your question.”

Taking his wallet out of his hip pocket, he fished into a leather billfold and brought out a very small round mirror, about the size of a quarter.

And what he said went like this:

“When I was a small child, during the war, we were very poor and we lived in a remote village. One day, on the road, I found the broken pieces of a mirror. A German motorcycle had been wrecked in that place.

“I tried to find all the pieces and put them together, but it was not possible, so I kept

Continued

¹ritual gesture—non-verbal signal; in this case, to convey openness to questions by extending arms, palms up

only the largest piece. This one. And by scratching it on a stone I made it round. I began to play with it as a toy and became fascinated by the fact that I could reflect light into dark places where the sun would never shine—in deep holes and crevices and dark closets. It became a game for me to get light into the most inaccessible places I could find.

“I kept the little mirror, and as I went about my growing up, I would take it out in idle moments and continue the challenge of the game. As I became a man, I grew to understand that this was not just a child’s game but a metaphor for what I might do with my life. I came to understand that I am not the light or the source of light. But light—truth, understanding, knowledge—is there, and it will only shine in many dark places if I reflect it.

“I am a fragment of a mirror whose whole design and shape I do not know. Nevertheless, with what I have I can reflect light into the dark places of this world—into the black places in the hearts of men—and change some things in some people. Perhaps others may see and do likewise. This is what I am about. This is the meaning of my life.”

And then he took his small mirror and, holding it carefully, caught the bright rays of daylight streaming through the window and reflected them onto my face and onto my hands folded on the desk.

Robert Fulghum

THE ASSIGNMENT

When we think about our lives, we often realize that certain people and experiences have influenced our understanding of what is important to us—what has meaning for us.

What is your opinion of the idea that certain people and experiences influence us in important ways?

In your writing, you should

- consider the details in this excerpt
- use your own experiences and/or observations to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

Section I: Personal Response to Literature

Planning

There is additional space for planning on pages 6, 8, and 10.

*If you are using a word processor, staple your Section I finished work here.
You may make corrections directly on your printed page(s).*

Section I: Personal Response to Literature

Written Work

There is additional space for written work on pages 7, 9, and 11.

Section I: Personal Response to Literature

Planning

There is additional space for planning on pages 8 and 10.

Section I: Personal Response to Literature

Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for written work on pages 9 and 11.

Section I: Personal Response to Literature

Planning

There is additional space for planning on page 10.

Section I: Personal Response to Literature

Written Work

[illegible]

There is additional space for written work on page 11.

Section I: Personal Response to Literature

Planning

Section I: Personal Response to Literature

Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

GO ON TO SECTION II

SECTION II: FUNCTIONAL WRITING

(Suggested time: 45 minutes)

Read the situation described below and use it to complete the assignment that follows.

THE SITUATION

Ms. Bessie Ordkurat, the popular principal of Nalwen High School, is leaving Nalwen in order to further her career elsewhere. NHS students are joining parents and staff to officially bid farewell to Ms. Ordkurat at a special banquet on July 24th, 1999. The Farewell Committee has asked Ms. Debbie Hopkins, a former student, to be the guest speaker. Ms. Hopkins, now a successful businesswoman, credits her achievements to the firm guidance and caring support she received from Ms. Ordkurat.

You are Pat Jones, the student representative on the Farewell Committee. You have received a fax from Ms. Hopkins requesting current information about Ms. Ordkurat (see page 14). From the details on pages 14 and 15, select those that will address Ms. Hopkin's request. Organize them into a business letter in which you also convey your enthusiasm and the respect and admiration that NHS students have for Ms. Ordkurat.

THE ASSIGNMENT

On behalf of the Farewell Committee, write the letter that provides a sufficient amount of appropriate information for Ms. Hopkins to use in her speech honouring Ms. Ordkurat as a respected principal.

In preparing your letter, BE SURE to

- consider your purpose and audience
- study the information on pages 14 and 15 and use it to write an informative letter
- use an appropriate tone

Sign your letter PAT JONES, Student Representative, Farewell Committee.

Continued

Section II: Functional Writing

D.H.

Designer Homes
109 Regent Street
Regina, SK
S4N 6W2



FAX

To: Pat Jones

From: Debbie Hopkins

Date: June 7, 1999

No. of pages: 1

Dear Pat,

I am happy to accept your invitation to speak at the farewell banquet for Ms. Ordkurat. Because she showed interest in me as a young person, I am grateful for this opportunity to acknowledge her support publicly.

Ms. Ordkurat is probably still a positive force in both the school and in the community. In order to make my comments relevant, I would like to include details about her current activities. I want to get this information from a student's perspective. Please select and mail me specific details that you think show why today's students consider Ms. Ordkurat a popular and respected principal.

Debbie Hopkins

from Nalwen High School Student Survey Results—Spring 1999 (Based on 850 student responses)

	Section III: The Principal	Agree	Disagree
20.	The principal provides a process for me to make choices about the courses I can take.	95.1%	4.9%
21.	The principal ensures that I can have access to the computers in the school.	81.8%	18.2%
22.	The principal provides students with access to a variety of activities (e.g., clubs, teams, trips) outside the classroom.	88.2%	11.8%
23.	The principal makes an effort to keep class sizes reasonable.	86.4%	13.6%
24.	The principal ensures that I have access to the information I need to help me make decisions about my future.	87.9%	12.1%
25.	The principal makes certain that my school offers a good academic program.	78.2%	21.8%
26.	Student discipline is handled fairly by the principal.	75.3%	24.7%
27.	Staff and students treat each other with respect.	79.1%	20.9%
28.	Staff and students work together to keep school spirit strong.	85.4%	14.6%
29.	I like attending this school.	86.7%	13.3%

Continued

Section II: Functional Writing

from *The Nalwen News*, Friday, May 2, 1999

Your Point of View

This week's question: What is your reaction to the announcement that NHS principal Bessie Ordkurat is leaving at the end of the school term?



Bob Grey, Church Minister

I am pleased for Ms. Ordkurat. Her leaving is not good news for the school and community, though. First Step, a day care recently established at the high school, is only one of Ms. Ordkurat's special programs. The Nalwen Teen Support Centre was established because Ms. Ordkurat convinced town councillors to coordinate various family and social service agencies dealing with teens in crisis. She gets things done.



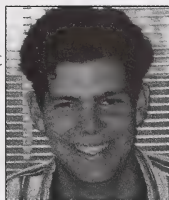
Ivonne Moya, NHS Student

I'm sad—she's a cool lady. Ms. Ordkurat was my family's contact person from the Nalwen Foundation when we first arrived from Chile. She helped us settle in and adjust to a new country and culture. She tailored my program at school so that I could improve my language skills and even helped me find a part-time job. She cares about people.



Ann Harder, Businesswoman

Ms. Ordkurat will be missed at the school, where she runs a tight ship. Those of us who work with her on volunteer activities such as the Food Bank and the Library Board will also miss her creativity and humour. My daughter Erin and I really appreciate her sensitivity to student needs. For example, last year, after input from students and parents, Ms. Ordkurat decided to keep all Cosmetology and Mechanics modules in CTS. She listens.



James Porter, NHS Student

It's too bad. Ms. O gave me a second chance. I wasn't attending classes and was failing all my courses—I'd already been kicked out of another school and thought she'd ask me to leave, too. But Ms. O took time to talk about what I really wanted to do in the future and then put me into courses that had value for me. She got me a work experience placement in welding. When I graduate this June, I'll have a job and hours earned toward an apprenticeship program. She knows what's important.

i l l

from *The Nalwen School District Report*, 1998

Nalwen Grads Continue to Achieve

- 1998 Paula Racine, 1997 winner of the NHS four-week study tour to Germany, is awarded a \$2500 scholarship in International Business at the University of Alberta.
- 1998 Debbie Hopkins, winner of the NHS Work Experience Award in 1993, is recognized as Regina's Businesswoman of the Year.
- 1996 Jim Makel, NHS Information Processing student, achieves recognition as a computer analyst with the multinational company Encor.
- 1996 Sim Tremor and Emily Richards, winners NHS Art Awards, are selected from among Canada's best art students to study animation at Sheridan Art College.
- 1995 Jim Burns, 1990 Male Athlete of the Year, receives The Police Officer's Award of Excellence for bravery in the line of duty.

Section II: Functional Writing

Planning

There is additional space for planning on pages 18 and 20.

Section II: Functional Writing

Planning

There is additional space for planning on page 20.

Section II: Functional Writing

Written Work

There is additional space for written work on page 21.

Section II: Functional Writing

Planning

Section II: Functional Writing

Written Work

[illegible]

SECTION III: RESPONSE TO VISUAL COMMUNICATION



SECTION III: RESPONSE TO VISUAL COMMUNICATION

(Suggested time: 30 minutes)

Examine the photograph on page 22. Write a unified and coherent composition in response to the assignment that follows.

THE ASSIGNMENT

What idea does the photograph communicate to you?

Reminders for Writing

- consider the details in the photograph
- identify a main idea communicated by the photograph

Explain your idea by referring to the photograph. You may also refer to the photographer's choices to support your idea.

INITIAL PLANNING

Space is provided here for your initial planning. **Write your finished work on pages 25 and 27, or attach word-processed work to page 25.**

Idea communicated:

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Support:

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There is additional space for planning on pages 24 and 26.

Section III: Response to Visual Communication

Planning

There is additional space for planning on page 26.

*If you are using a word processor, staple your Section III finished work here.
You may make corrections directly on your printed page(s).*

Section III: Response to Visual Communication

Written Work

There is additional space for written work on page 27.

Section III: Response to Visual Communication

Planning

Section III: Response to Visual Communication

Written Work

Credits

Robert Fulghum. From *It Was on Fire When I Lay Down on It* (Villard Books, 1989).
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Lana Nimegeers. Photograph reprinted by permission of Lana Nimegeers.

***Do Not Write
On This Page***

Name

Apply Label With Student's Name

English 33: Part A

English 33: Part A

June 1999

(Last Name)

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(Legal First Name)

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Date of Birth:

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Sex:

Permanent Mailing Address:

(Apt./Street/Ave./P.O. Box)

(Village/Town/City)

(Postal Code)

School Code:

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School:

Signature:

Check this box if you have attached word-processed pages to this booklet

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Accommodations (mark all applicable): to be filled in by Supervising Examiner

Provision 1

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Provision 5

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Provision 6

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Provision 7

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Provision 10

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No Name

Apply Label Without Student's Name

English 33: Part A



For Department Use Only

M1

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M2

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M3

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